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**STANDARDS  
FOR  
ACCREDITED  
HIGH SCHOOLS  
OF  
SOUTH CAROLINA**



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**Division of Instruction**

**High School Supervisor**

**Columbia, South Carolina**

**Jesse T. Anderson, Superintendent of Education**

**1949**

# STANDARDS FOR ACCREDITED HIGH SCHOOLS OF SOUTH CAROLINA

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Prepared by a  
State Committee on Accreditation Standards  
under the direction of  
D. Leon McCormac, State High School Supervisor  
1949

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STATE DEPARTMENT OF EDUCATION  
Division of Instruction  
High School Supervisor  
Columbia, South Carolina  
Jesse T. Anderson, Superintendent of Education

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## FOREWORD

This bulletin, "Standards for Accredited High Schools of South Carolina," is the revised edition of the bulletin under the same title published in 1948. The 1948 bulletin was prepared by a committee on high school standards, under the direction of D. Leon McCormac, State High School Supervisor, with the cooperation of the supervisory staff of the State Department of Education, and adopted by the State Board of Education on April 16, 1948. In 1948-1949 the Committee on Standards, composed of school administrators, was expanded to include two junior high school principals and the 1949 edition includes treatment of standards for accredited junior high schools. The 1949 edition was approved by the State Board of Education on July 15, 1949.

The purposes of this bulletin are: (1) to serve as a ready reference on the laws, rules and regulations governing the organization and administration of high schools accredited by the State Board of Education; and (2) to point up, within the scope of these laws, rules and regulations, ways and means of improving secondary education in South Carolina.

Standards as prescribed are considered the minimum to be maintained by those high schools enjoying recognition by the State Board of Education as worthy of "accredited" status. By no means do they prescribe the ideal of achievement or the maximum possible achievement. Within the framework established, school administrators and their associates are permitted and encouraged to exercise initiative and to enrich educational offerings. It is our desire that this publication will aid school administrators in the development of the program of secondary education in South Carolina, serving as a guide to the rules and regulations designed to provide desirable quality, coordination and uniformity, and, at the same time, allowing sufficient latitude and flexibility for growth and development.

It is our judgment that a set of standards should be continuously analyzed and periodically revised as need for revision becomes apparent. Obviously, this bulletin will need occasional revision. It is to be hoped that, with each revision, its usefulness may increase and that its contents may reflect the best thought among educational

leaders with regard to secondary education. If it is to achieve these ends, we shall need the combined efforts of the leaders of educational thought in our state. We solicit the opinions of all school men and women of South Carolina.

JESSE T. ANDERSON,

State Superintendent of Education.



## **SOME PROVISIONS OF LAW RELATING TO HIGH SCHOOLS IN SOUTH CAROLINA**

### **From the Constitution**

Article II, Section 1. State Superintendent of Education. This provides that the State Superintendent of Education shall be elected by the people for a term of four years for the primary purpose of supervising public instruction. His powers, duties, and compensation are to be defined by the General Assembly.

Section 2. State Board of Education. The State Board of Education is to be composed of the Governor, as Chairman, State Superintendent as Secretary, and not more than seven (7) additional members to be appointed by the Governor. The Board is to have the power to give examinations to teachers, issue certificates, designate the recipients of scholarships, and other powers as determined by law.

### **From the Code of Laws of 1942**

Section 5282 as amended, 1947. This section grants the various powers to the State Board of Education: First, to establish rules for the government of the public schools. Second, to prescribe and enforce the course of study. Third, to prescribe and enforce the use of textbooks. Fourth, to make contracts with the publishers; and some other powers already designated in the Constitution. This section also lists fifty-eight (58) rules and regulations set up by the State Board of Education and filed with the Secretary of State, April, 1937.

### **Article 3—High Schools**

Section 5404. Any school district acting alone or jointly with adjoining districts may establish a high school, provided it meets the requirements of this article.

Section 5405. The Board of Trustees of such district is to be the trustees of the existing district, if acting alone, or that of the existing district plus the chairman of each cooperating district where two or more districts are going together.

Section 5406. This is an exception to Section 5404 providing that where three (3) or more districts with no town of 2500 population or more combining for high school purposes, that the high



school board shall be composed of the respective chairmen of the cooperating districts.

Section 5407. This section provides that any high school established before this act was passed may continue to operate as such, provided it meets the requirements of the sections of this article. It also provides that this act does not repeal special districts as set up by the Legislature.

Section 5408. This section grants full authority to the high school board to prescribe regulations within the requirements of this article and general school law.

Section 5409. This section provides that previously created high school boards are legal under this article.

Section 5410. This provides that special high school districts shall be coterminous with and equal in area to the two or more composing districts.

(It also provides that this section shall not override the Constitution as to the size of the district.)

Section 5411. This provides that the governing board for the high school district is to be the High School Board.

Section 5412. This provides that the Board may choose a name for the district it represents as well as a seal and may elect its own clerk.

Section 5413. This section provides that a district shall have the power to levy taxes.

Section 5414 (1) Provides that the district may issue bonds up to eight per cent (8%) of the assessed valuation of the district and at not above six per cent (6%) interest, provided the Board is petitioned to do so by one-third ( $1/3$ ) of the resident electors and freeholders and then approved in an election. (2) This provides the rules for conducting the election, which are the usual ones. (3) If the election carries by a majority, the trustees shall issue and sell bonds at not less than par and use the proceeds to purchase sites, erect and equip high school buildings, or pay off past indebtedness. (4) The trustees must sign the bonds. (5) The County Treasurer shall be the custodian of the bond funds. (6) Bonds may be sold at private or public sale.

Section 5415. This provides that high school diplomas shall be uniform in all particulars and that graduates must earn sixteen (16) units and this requirement must not be increased.

Section 5342. This provides that two (2) or more districts in two (2) or more counties may consolidate for high school or other purposes just as if they were in the same county, except that separate petitions must be prepared and presented in each county to the respective County Boards.

It should be said that a summary of this kind does not presume to be the last word in what is the general school law as applied to high schools in South Carolina. Any student of school law knows that we frequently find within a section dealing with an entirely different matter a sort of parenthetical expression controlling some phase of school law with respect thereto. There may be some clauses respecting high school organization and regulations.

Special School Acts. Any person wishing to apply this school law to his own situation should first study the Code of Laws of South Carolina exhaustively and the Acts of the General Assembly which have followed the Code of Laws to determine if there are special Acts applying to his county or his school district, or both. It is not possible to discuss the various special Acts in a summary of this kind because of the tremendous volume involved.

There is need to point out that it has not as yet been determined in South Carolina whether general school law or special law will govern. The correct procedure for determining this would be to ask the Attorney General for a specific ruling on the point involved, and then any individual unwilling to take that ruling can resort to the courts for a final ruling.

Suggested order of procedure for establishing school law in a particular case:

1. Study the Constitutional provisions involved.
2. Study the latest issue of the Code of Laws of South Carolina.
3. Look up all State Board of Education rulings applicable to the point at issue.
4. Get any rulings on the subject of the Attorney General.
5. Look up and study all special local legislation on the subject.

#### ACCREDITATION PROCEDURE

Each year all high schools desiring to be accredited for the first time and all accredited high schools desiring to be continued on the accredited list must file application with the state high school supervisor by November 1. Application blanks are furnished by



the state high school supervisor. These blanks call for information necessary for the evaluation of the school for accreditation purposes.

On the basis of his analysis of the application submitted, together with information obtained by visiting the school wherever possible, the state high school supervisor makes a report to the State Board of Education. The State Board of Education determines whether or not a school will be placed on the list of accredited schools, dropped from the list, or placed on probation. This action determines the accreditation status of the school for the school year following the school year in which the application for accreditation is submitted.

From time to time it may be necessary to request from schools applying for accreditation more information than is called for on the regular application forms.

### NEW HIGH SCHOOLS

Where a non-accredited high school anticipates making application for accreditation, it is suggested that the superintendent or principal of such school confer with the state high school supervisor prior to submitting application, in order that the standards for accredited high schools might be well understood and plans made for meeting them. The high school supervisor, wherever possible, will be glad to arrange to visit the school and assist the school in its efforts to meet the required standards.

Graduates of a new high school will be eligible for state high school diplomas when such high school has been organized and operated as a recognized or state high school four scholastic years, provided they meet other requirements.

### NON-PUBLIC SCHOOLS

Non-public high schools are not accredited by the State Board of Education and are not permitted to award state high school diplomas. Most of these schools, however, desire to be rated and placed on the list of approved high schools. Where a non-public high school desires the rating of "approved," it may submit to the state high school supervisor an application for the rating. The application form used is the same as that used by a public school applying for accreditation, and the standards for these schools are the same as for accredited public high schools. This means that



teachers must be properly qualified, the physical plant and equipment must be adequate and the program must be acceptable.

### MINIMUM STANDARDS

Standards as set up by the State Board of Education are considered as minimum standards that should be met by all accredited high schools. Because a particular school meets the standards, it does not necessarily mean that the school is serving its pupils and the community to the extent of its ability. In fact, it is possible for a school to meet all the quantitative standards and at the same time, fail in many respects to achieve the purpose of a high school. For example, it is possible for a school to comply with all the standards with regard to the library and still fail to make adequate use of its library facilities.

A large per cent of the responsibility for the quality of education must rest upon the local school. This means that the local board of trustees, the local superintendent and principal, and the teachers in the local school determine to a great extent the quality of the school. School morale, community pride in the local school, the pleasure pupils derive from their school work, pride in good speech, accuracy in thinking, care in planning, the support of worthy causes, interest in community affairs, a sense of decency and fair play, the general development of the minds and bodies of pupils—these are some of the possible values to be derived from a good school, values for which the local school is largely responsible.

### ADMINISTRATIVE ORGANIZATION

The State Department of Education recognizes three-year, four-year, five-year, and six-year high schools. From the standpoint of the organization for all grades, under a twelve-year program, this means that a school system may operate under any one of the following plans, provided the plan elected is approved by the State Board of Education: 6-3-3, 8-4, 7-5, 6-6. In the 6-3-3 plan, the last year (ninth grade) of the junior high school is counted as the first year of high school. The 6-3-3 plan is not ordinarily suitable for small school systems, the 7-5 or the 6-6 perhaps being preferable.

Specific approval of the State Department of Education is necessary before a school system may transfer from one type of organization to another.

School administrators are urged to devote as much time as possible to supervision and to seek aid from all available sources, such as: local supervisors, county supervisors, state department personnel and the most capable local teachers.

## GUIDANCE

Guidance is an important function of the modern high school. The range of activities in this area is so vast and the difficulties involved are so great that it is unreasonable to expect all teachers to be experts in the field. It is perhaps too much to expect every school, large and small, to have on its staff even one person who is intimately familiar with all the techniques and all the available literature. Nevertheless, the need for guidance is so great that the school cannot afford to ignore this responsibility.

Ideally, all teachers would be eminently proficient in guidance. Actually, all teachers do influence pupils—negatively or positively—from the standpoint of affecting pupil attitudes and pupil choices of directions they take in educational and vocational pursuits.

It is recommended that all teachers familiarize themselves as thoroughly as possible with techniques of analyzing pupil aptitudes and abilities and that they use all available resources in providing guidance services for pupils. It is further suggested that one person in every high school be delegated the responsibility for leadership in guidance. Such a person can be of great assistance to all school personnel, and, particularly in the small school, can serve pupils directly.

The fact that a school is small and does not offer a wide range of elective subjects is no reason for it to consider efforts at guidance to be useless. Within the range of the subject-matter content of courses offered and the extra-curricular activities of the school there is extensive opportunity for assisting pupils to discover their individual interests and abilities and to determine directions their efforts should take.

The State Board of Education has ruled that time devoted to guidance activities in any high school may be regarded as the equivalent of time devoted to class instruction, provided that the program of guidance has been approved by the state high school supervisor.



## THE ELEMENTARY SCHOOL

The first prerequisite for an adequate high school is an adequate elementary school. It is doubtful that any high school can be very effective in its program unless due consideration is given to the elementary school. Only as the elementary school is improved and enabled to do a better job can the high school get better prepared pupils with whom to work.

It is generally felt that the elementary school has been neglected and sometimes even discriminated against in the matter of standards. All standards should have the essential purpose of improvement of the total school program, and should be concerned with the welfare of all children in the school community. Certain standards should be applicable to the elementary school as well as to the high school. It is not intended that they should apply in the same way or be entirely uniform, but they should apply in an equitable manner. Application of any standards should be made in terms of grade levels, needs, interests, and abilities of the children involved, and should conform to the educational objectives for that level.

To date the elementary schools of South Carolina have never been placed on any approved list. There have been no uniform standards set up for them. However, school administrators should see to it that the feeder elementary schools within their respective high school districts are at least safe, clean, healthy, and comfortable. Every elementary pupil should have the privilege of attending an elementary school that is equally as good as the high school which serves the same area. There should be equitable application of standards at all grade levels for such items as the following: length of term, minimum salary schedule, qualifications of teachers, instructional materials, supervision, teacher load, housing and maintenance, equipment, and sanitary conditions.

## THE PHYSICAL PLANT

It is expected that a high school accredited by the State Department of Education shall be housed in a physical plant that is adequate to the needs of the school. The plant should be so constructed and so kept and operated that the comfort, safety and health of pupils are safe-guarded. A school that has inadequate housing facilities, unsanitary conditions or questionable provisions for the safety of its pupils may thereby place its accreditation in jeopardy.



## QUALIFICATIONS OF TEACHERS

A high school teacher is required to hold at least the bachelor's degree from an accredited college or university and must be certified to teach the subjects assigned to him. Because of the difficulty in arriving always at a balance between teacher time and qualifications, on the one hand, and the staff demands of the schedule on the other, under certain conditions a teacher may be granted a one-year permit to teach subjects outside his fields of specialization. When such a permit is granted, the approval of the high school supervisor is necessary for allowing pupils credit for work done under a teacher not certified to teach the particular subject taken by the pupils. Application for the permit is made to the Director of the Division of Teacher Education and Certification.

## MINIMUM ENROLLMENT

The minimum enrollment in an accredited high school is fifty (50) pupils in grades 9, 10, 11, and 12. (Prior to July 1, 1948, the minimum enrollment figure applied to grades 8, 9, 10 and 11.) In high schools including the eighth grade or the seventh and eighth grades the minimum enrollment is still fifty (50) for the four grades considered high school grades, namely, grades 9, 10, 11, and 12. This means that the inclusion in the high school organization of grades below the ninth grade (after June 30, 1948), will not help a school to meet the standard with regard to the required minimum enrollment for the regular high school grades.

## SUBJECT-CLASS ENROLLMENT

No class in a beginning subject may be permitted with an enrollment of less than ten (10) pupils and no subject requiring of students enrolled a prerequisite of a year's work in that subject may be offered unless five or more students are enrolled. In certain cases, students who desire subjects not offered because of insufficient enrollment may be allowed credit for such subjects studied under direct supervision of a member of the teaching staff, provided the plan is recommended by the principal and approved by the state high school supervisor. Any such arrangement must be specifically approved by the state high school supervisor, and credit earned must be included in determining the maximum pupil load.

## NUMBER OF TEACHERS

A four-year high school must employ a minimum of three (3) full-time teachers, a five-year high school four (4) full-time teachers and a six-year high school five (5) full-time teachers.

Teachers of agriculture and home economics not charged against state aid for the local school and not available for teaching in other subject fields may be counted as one-half teacher each in calculating the minimum number of teachers as stipulated above.

A teacher-librarian employed in a high school operating with minimum staff may be assigned to library duty for at least as much time as the library is required to remain open under direct supervision of teacher-librarian, provided this does not jeopardize the instructional program and provided this arrangement is approved by the state high school supervisor. Otherwise, additional staff should be employed. (See Library Standards.)

Because of the nature of the high-school program, the pupil-teacher ratio of necessity may be less in the high school than in the elementary school. The assignment of a disproportionate number of teachers to the high school, however, may endanger the accreditation of the high school if such allocation of teachers discriminates against the elementary school to the point of jeopardizing its instructional program.

## TEACHER LOAD

In order that a school may benefit from the maximum efficiency of the teaching personnel, it is desirable that standards be set up whereby a limit is placed on the amount of teaching that can be assigned to a teacher. Obviously it is impossible to control the amount of effort teachers may make in accomplishing their tasks. Certain limitations, however, may be fixed.

A teacher in an accredited high school may not be permitted to teach more than six regular class periods per day. A maximum of five periods per day is recommended. The maximum load from the standpoint of pupil-periods is 750 per week. In calculating pupil-periods, the number of pupils supervised in a study period should be divided by two. Home-room periods and other extra-curricular activities should not be counted in calculating teacher-load. Such duties, however, may be, in the case of some teachers, so extensive and burdensome that the administrative head of the school would be justified in reducing their regular teaching load.



## PUPIL-LOAD

The normal pupil-load is considered to be the amount of work required of classes, the total of which carries four units of credit. A unit of credit is supposed to represent approximately one-fourth of a year's work.

It is recognized that there are some pupils who are capable of carrying a heavier load than the average or normal. A student who ranks in the upper twenty-five per cent of his class, from the standpoint of ability and achievement, may be permitted to earn five units in one school year, provided the administrative head of the school and the parents of the student consider that such a plan will serve the best interests of the student.

A senior who needs more than four units to graduate may be allowed to carry four and one-half or five units, provided his schedule may be arranged in such a way that, by permitting him to carry a load heavier than normal, he may graduate at the end of the current school year.

In no case may a student, senior or otherwise, earn more than five units in one school year. One additional unit may be earned in summer school, however.

No credit may be allowed toward graduation for work done on a level below the ninth grade. A student, however, classified as an eighth grader, who is repeating a portion of the work required in the eighth grade but who has already completed one or more eighth grade subjects may be permitted to take one or two courses with a ninth grade class, provided he is considered qualified to do advanced work in such subjects. For such work he may be allowed high school credit. Not more than two such units may be allowed in any one school year. Moreover, it may be possible for an exceptionally bright student in the eighth grade to take a ninth grade subject for one unit of credit. Provisions of this section make it possible for certain pupils to graduate from high school in less than the normal time.

## LENGTH OF SCHOOL TERM

All accredited high schools and all elementary schools in a high school district or consolidated high school district are required to operate for a term of thirty-six five-day weeks, or 180 days.



## LENGTH OF SCHOOL DAY

The length of the school day shall not be less than five hours (300 minutes), exclusive of recesses, lunch periods, assemblies, home-room and other extra-curricular activities.

## LENGTH OF CLASS PERIODS

The minimum length of a regular class period is forty-five minutes. The minimum length of science periods (biology, chemistry and physics) is fifty minutes, unless additional periods are scheduled for laboratory work. The minimum length of class periods in vocational agriculture, vocational home economics, trades and industries, diversified occupations, and distributive education are prescribed by the State Board of Education. Time required for a subject, as stipulated above, may include time required for exchange of classes between periods, provided the size of the school and the plan of the school plant do not demand an excessive amount of time for exchange of classes.

## STATE ADOPTION OF TEXTBOOKS

"No school failing or refusing to use the uniform series of textbooks, as designated by the State Board of Education, shall receive any state aid for any purpose whatsoever. This act shall in no way apply to any school district that provides free school books to the value of \$20,000.00 or more to the school children of such district."<sup>1</sup> This shall not apply in those counties and school districts which are exempted by general law or special acts of the Legislature.

## LIBRARY STANDARDS FOR SOUTH CAROLINA HIGH SCHOOLS

### Books and Periodicals

Each accredited high school must have five library books per pupil exclusive of government documents and textbooks. No accredited school may have fewer than 500 books. Books are to be selected from the list prepared by the Library Committee of the State Department of Education or some other lists approved by the State Department of Education, such as: *The H. W. Wilson Standard Catalog for High School Libraries* and *Children's Catalog*, the American Library Association *Basic Book Collections for High Schools*, and any lists prepared by the U. S. Office of Education.

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<sup>1</sup> Section 5284, p. 15, School Laws of South Carolina, 1942.

The following may serve as a suggestion for building up materials in the various fields:

	<i>Per Cent</i>
General Reference .....	6-10
Social Science .....	12-16
Science .....	8-10
Useful Arts (Applied Science) .....	8-10
Fine Arts .....	4-8
Literature .....	8-15
Geography, Travel, History and Biography .....	15-25
Fiction .....	15-25

It is important that all libraries have an information and picture file. School libraries should make available audio-visual materials meeting the needs of the individual school. These materials include not only films but film strips, slides, maps, globes, etc. However, when such materials are made available through the library, additional funds should be provided. The minimum appropriation required by these standards is not sufficient to purchase such materials.

#### Periodicals and Newspapers

1. For schools having enrollments of 100 or fewer pupils—one daily newspaper and from 5 to 10 periodicals suitable for pupils' use.

2. For schools having enrollments from 101 to 200 pupils—one daily newspaper and from 8 to 15 periodicals suitable for pupils' use.

3. For schools having enrollments of more than 200 pupils—two newspapers and one periodical for each 20 pupils up to a maximum of 50 periodicals suitable for pupils' use.

4. For all schools—a subscription to the *Readers' Guide to Periodical Literature* or to the *Abridged Readers' Guide to Periodical Literature*.

#### Appropriation

Each accredited high school shall appropriate and spend annually for books, periodicals, and supplies, exclusive of salaries, \$1.50 per pupil for the first 200 pupils, \$1.25 per pupil for the next 300 pupils, \$1.00 per pupil for the next 500 pupils, and 75¢ per pupil for each pupil in excess of 1,000 pupils.

#### Librarian

1. For schools having enrollments of 100 or fewer pupils, a teacher-librarian with at least 12 semester hours in library science



in an approved library school devoting not less than two class periods per day to library service.

2. Enrollment of 101 to 200 pupils—teacher-librarian with at least 12 semester hours of library science in an approved library school devoting not fewer than 3 periods a day to library service.

3. Enrollment of 201 to 400 pupils—teacher-librarian with at least 18 semester hours of library science in an approved library school devoting not fewer than 4 periods a day to library service.

4. Enrollment of 400 or more pupils—full-time librarian with same qualifications and educational background as teachers including 24-30 semester hours of library science in an approved library school.

5. Schools employing teacher-librarians must keep the library open all day under supervision, using student help or teachers. The teacher-librarian should be responsible for training all library assistants.

A combination elementary and high school library is recommended for the small school when the elementary school and the high school are in the same building or on the same location. The total number of pupils in the high school and the elementary school will determine the placement on the standards sheet.

7. It is recommended that the librarian be employed and paid for at least an additional month beyond the school term.

### Organization

All school libraries shall keep an accurate accession record, shall have a shelf list, a card catalog, and an adequate loan system.

### Course in Use of Library

In each accredited high school a minimum of ten lessons in the use of the library shall be given. It is recommended that these be integrated with the classroom work and that they be the joint responsibility of the librarian and the teacher.

### Housing and Equipment

Libraries may be housed in either library-study hall rooms or in special library rooms equipped with tables, chairs, shelves, loan desk, magazine shelves, bulletin board, catalog case, vertical files, typewriter, and other essential office furniture. The room should be large enough to accommodate one-tenth of the high school enrollment, allowing 25 square feet of floor area per person. A workroom with running water is essential. It is recommended

that in future buildings the reading room be large enough to seat the largest class plus 20 in schools with an enrollment of less than 300 pupils and 15% of the enrollment in schools with an enrollment of 301 or more. It is further recommended that provision be made for a conference room.

### Function

For purposes of accreditation of schools, the functioning of the library shall be given equal weight with the quantitative standards set up in the preceeding sections of these library standards.

## REQUIREMENTS FOR GRADUATION

### State High School Diploma

1. In order to receive a state high school diploma a pupil must earn sixteen (16) units of credit, distributed as follows:

English .....	3 units
United States History .....	1 unit
Second major .....	3 units
First minor .....	2 units
Second minor .....	2 units
Electives .....	5 units

(The unit in United States history may be included in the total units required in second major or first or second minor.)

2. A three-year senior high school, if it elects to do so, may graduate pupils on the basis of 12 units earned in senior high school, plus four units automatically allowed for completion of the work of the local 3-year junior high school provided the junior high school program is approved by the state high school supervisor. (The four units allowed for junior high school work may be allowed on English, mathematics, social studies and science, unless for one or more of these the junior high school substituted work in other fields.)

3. As provided by the 1942 Code, Paragraph 5324, all high school students, in order to comply for a state high school diploma, must complete a study of and pass satisfactorily an examination upon the provisions and principles of the United States Constitution and of American institutions and ideals. This instruction shall be given for a period of at least one year. Also, every student must satisfy the examining power of his loyalty thereto.

4. All schools of this State, grammar and high schools, which receive any state aid whatsoever, are required to teach the nature



of alcoholic drinks and narcotics and special instruction as to their effect upon the human system. The State Board of Education shall provide for the enforcement of this provision. (For full treatment of this provision see 1942 Code, Paragraph 5323.)

5. Courses in physical education, training, and instruction shall be established and provided in all public schools of this State for pupils of both sexes. Every pupil shall take part in this program so far as he or she is physically and mentally able to do so. Modified courses shall be provided for students mentally or physically unfit to take regularly prescribed courses for normal pupils. (1942 Code, Paragraph 5325.)

6. The State Board of Education adopted recommendations authorizing the issuance of high school diplomas to those veteran applicants who meet certain special requirements, this to be limited to the duration. (For further information, see the State Board minutes, March 19, 1945.)

7. American history was waived as a requirement for returning veterans. (State Board minutes, November 19, 1945.)

8. It is recommended that a pupil, to be eligible for a state high school diploma, be required to attend the school issuing the diploma at least the semester immediately preceding his graduation.

9. Pupils who complete the work of the ninth and tenth grades in a non-accredited high school and who attend an accredited high school for work in the eleventh and twelfth grades may be allowed credit for work done in the ninth and tenth grades provided the principal and teachers of the school last attended consider this work of sufficient quality to justify permitting these pupils to do advanced work.

## THE PROGRAM OF STUDIES

Requirements for graduation from an accredited high school, as interpreted above, permit the local school to exercise extensive initiative in the construction of its program of studies.

There are certain bodies of knowledge, skills and attitudes that are of universal value. The nature of society is such that persons who must live and work together must possess a wide range of common understandings and common purposes. Herein lies the major justification for universal education at public expense. It is necessary, therefore, that much thought and study be given to the selection and organization of subject-matter and activities that are to constitute the core or required portion of the curriculum.

In any case, the school must assume much responsibility for the kind and quality of education pupils receive, this responsibility being proportionately greater—at least as relates to the kind—as the school increases the number of required subjects. Certainly all subjects that are required of all pupils should be carefully analyzed from the standpoint of the universal value of their content and treatment.

In addition to the required subjects, opportunity must be provided for the development of the special interests, abilities and needs of individual pupils. The range of these interests, abilities and needs among pupils is so great that some diversification in pupil programs seems necessary even in the smallest high schools.

Because of acts of the South Carolina Legislature, regulations and suggestions made by the State Board of Education, and because of the demands of the local community, the schools are expected to offer a wide range of subjects and to observe certain special days. To the extent that specific prescriptions are made by the legislature or by the State Board, the local school has no choice. Usually, however, the local school is allowed to determine such matters as frequency of instruction, length of periods devoted to the subject, whether or not the prescribed instruction is offered as a separate subject or in connection with another subject, and other details.

Variation in the size of schools, the availability of personnel and other local conditions make it impossible to outline a uniform and complete program for all high schools. In setting up standards for accredited high schools, therefore, it is considered desirable that each school be permitted wide latitude in arranging to meet the needs of its particular community. There are, however, certain limiting regulations. Some of these regulations and some suggestions with regard to the program are given below:

A school that employs five teachers or fewer may not offer more than one foreign language, the beginning class in the subject to be either in the eleventh or twelfth grade.

A school that employs five or fewer teachers may offer major elective subjects only in the tenth, eleventh and twelfth grades.

Physical education should be provided for in separate classes that meet a minimum of two periods per week.

Any accredited high school may award one unit of credit for physical education under either of two plans, provided it has the



approval of the high school supervisor for its facilities and equipment, program content, and teaching personnel.

1. Under the first plan, for which one-fourth unit of credit may be awarded, there must be a minimum of two 45-minute periods each week. These periods shall be devoted to such physical activities as are generally approved for physical education work.

2. Under the second plan, for which one-half unit of credit may be allowed toward graduation, three 45-minute periods must be devoted to the work, two periods in physical activities of approved nature and one period in classroom instruction in health.

Application for the approval of the high school supervisor must be made in writing and such application must be accompanied by a description of facilities and equipment available, the program content proposed, and qualifications of the teaching staff.

No student shall be permitted to participate in both programs simultaneously in any school which may be promoting both plans.

No student shall be awarded more than one unit of credit, of the sixteen required for graduation, for physical education under any circumstance.

(The above time allotment requirements should be considered as the minimum and by no means the ideal. It is the belief of the Committee on Standards that every student should have a full period of physical activity daily and all schools are urged to strive toward this ideal.)

A school that desires to offer a program of health, safety and driver education, with more than two class meetings per week, may be allowed to grant credit to pupils provided the program is specifically approved by the state high school supervisor. A course in safety and driver education without a treatment of health education may be worked out under the same conditions.

Alcohol education may be offered as a part of a regular science or social studies course or as a phase of the work of homerooms.

The observance of special days required by law should be provided for through assembly programs or homeroom exercises. In some cases club programs may be utilized advantageously.

Below is given a broad program of studies suggested for the high schools of South Carolina, prepared by a group of teachers and school administrators working in a study conference at the University of South Carolina, under the direction of Dr. J. Mc-Tyeire Daniel, in the summer of 1944.

## SUGGESTED PROGRAM OF STUDIES FOR THE HIGH SCHOOLS

7	8	9	10	11	12
English Social Studies General Math	English Social Studies General Math	English (1) Social Studies General Math (1)	English (1) Social Studies Algebra	English (1) American Hist. (1) (4) Plane Geom.	English Problems of Democracy (4) Solid Geom. Adv. Algebra Trigonometry Physics (2)
General Science Health and Physi- cal Education	General Science Health and Physi- cal Education	General Science Health and Physi- cal Education (1) Foreign Language Art Music Practical Arts and Homemaking Shop (general) Agriculture (general)	Biology Health and Physi- cal Education (1) Foreign Language Art Music Home Economics Shop (voc.) (3) Agriculture (voc.) Commerce (5)	Chem. (2) Health and Physi- cal Education (1) Foreign Language Art Music Home Economics Shop (voc.) (3) Agriculture (voc.) Commerce (5)	Health and Physi- cal Education (1) Foreign Language Art Music Home Economics Shop (voc.) (3) Agriculture (voc.) Commerce (5)

### Key to Table:

- (1) Required of all pupils.
- (2) Chemistry and physics may be alternated, 11th and 12th grades.
- (3) Includes all forms of shop work (wood, metal, etc.)
- (4) These subjects may be alternated in the 11th and 12th grades.
- (5) Commerce includes typing, shorthand, bookkeeping, printing, transcription, office practice, commercial law, office machines.



## REQUIRED SUBJECTS

Every high school in South Carolina requires more specific subjects than are prescribed by the State Board of Education. A number of the smaller schools allow practically no electives, thus requiring all pupils to take all subjects offered, including subjects generally considered specialized and not of universal value. It is urged that wherever a school requires a subject of all pupils that the nature of the subject-matter content, the purposes for which the subject is taught and the teaching procedures employed be such that all pupils may profit by the course.

### Suggested Program of Required Subjects

GRADE 9		GRADE 11	
English I .....	1 unit	English III .....	1 unit
General Mathematics .....	1 unit	United States History .....	1 unit
General Science or Social Science .....	1 unit	Electives .....	2 units
Elective .....	1 unit	Physical Education .....	_____
Physical Education .....	_____		
GRADE 10		GRADE 12	
English II .....	1 unit	English .....	1 unit
World History .....	1 unit	Problems of Democracy .....	1 unit
Electives .....	2 units	Electives .....	2 units
Physical Education .....	_____		

## ELECTIVES

Below is a list of elective subjects approved by the State Board of Education. The list of subjects given is not complete and other subjects will no doubt be added. Where a school desires to include in its offerings a subject not included in the approved list, application for approval should be made to the state high school supervisor, who, in turn, will present the application to the State Board of Education.

## Approved Electives

SUBJECT	Course Number (b)	Grade Level	Periods Per Wk.	Minimum Minutes Per Wk.	No. Weeks	Maximum Unit Value Per Year
Algebra	I, II	9, 10, 11, 12	5	225	36	1
Business Mathematics	I	9	5	225	36	1
General Mathematics	I	9	5	225	36	1
Plane Geometry	I	10, 11	5	225	36	1
Solid Geometry	I	12	5	225	18	$\frac{1}{2}$
Trigonometry	I	12	5	225	18	$\frac{1}{2}$
English	IV	12	5	225	36	1
Business English	I	12	5	225	36	1
Journalism	I	12	3-5	135-225	18-36	$\frac{1}{2}$ -1
Speech	I	11, 12	3-5	135-225	18-36	$\frac{1}{2}$ -1
Aeronautics	I	11, 12	5	225	36	1
Citizenship, Civics, Gov- ernment	I	9, 10	5	225	36	1
Economics (Consumer)	I	12	5	225	36	1
Economics (General)	I	12	5	225	36	1
Problems of Democracy	I	12	5	225	36	1
Psychology	I	12	5	225	36	1
World Geography	I	9, 10	5	225	36	1
World History	I	10, 11	5	225	36	1
Latin	I, II, III	9, 10, 11, 12	5	225	36	1
French	I, II	11, 12	5	225	36	1
Spanish	I, II	11, 12	5	225	36	1
Biology	I	10	5	250	36	1
Chemistry	I	11	5	250	36	1
General Science	I	9	5	250	36	1
Physics	I	12	5	250	36	1
Bookkeeping	I, II	11, 12	5	225	36	1
Commercial Law	I	12	5	225	18-36	$\frac{1}{2}$ -1
General Business Training	I, II	9, 10	5	225	36	1
Office Practice	I	11, 12	5	225	18	$\frac{1}{2}$
Salesmanship	I	11, 12	5	225	18	$\frac{1}{2}$
Shorthand	I, II	11, 12	5	225	36	1
Typing	I, II	10, 11, 12	5	225	36	1
Agriculture (d)	I, II, III	9, 10, 11, 12	5-10	300-450	36	1-1 $\frac{1}{2}$
Industrial Arts (General shop, metal, wood, printing, electric, auto mechanics, etc.)	I, II, III, IV	9, 10, 11, 12	5	250-300	36	1
Mechanical Drawing (e)	I, II	9, 10, 11, 12	5	250-300	36	1
Distributive Education	I, II	11, 12	5-10	225-600	36	1-1 $\frac{1}{2}$
Diversified Occupations	I, II	11, 12	5-10	225-600	36	1-1 $\frac{1}{2}$
Home Economics (e)	I, II, III	9, 10, 11, 12	5-10	300-450	36	1-1 $\frac{1}{2}$
Vocational Trades and Industries	I, II, III	10, 11, 12	5-10	900	36	2
Health, Safety, Driver Education	I	9, 10, 11	3-5	135-225	18-36	$\frac{1}{2}$ -1
Art	I, II, III, IV	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$ -1
Band	I, II, III, IV	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$
Chorus	I, II, III, IV	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$
Music Appreciation	I	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$
Orchestra	I, II, III, IV	9, 10, 11, 12	3-5	135-225	36	$\frac{1}{2}$
Physical Education (c)	I, II, III, IV	9, 10, 11, 12	2-5	90-135	36	$\frac{1}{4}$ - $\frac{1}{2}$

### NOTES:

- Any additional subject taught must be approved by the State Board of Education.
- The number of course numbers listed indicates the number of courses in the subject that may be offered for credit.
- Physical education should be required in grades 9, 10, 11 and 12. Credit allowed only when program is specifically approved. (See p. 23.)
- Agriculture may be scheduled for five 60-minute periods or for five 90-minute periods per week for each class for each year. Where the subject is scheduled for 60-minute periods, one unit of credit may be allowed for each year. Where the periods are 90 minutes in length, one and one-half units per year may be allowed for two such years. If only one year's work is scheduled for the shorter period, it is recommended that this be the pupil's first year in agriculture.
- Courses in industrial arts, mechanical drawing and home economics may be scheduled for five 50-minute periods per week and carry one unit of credit per year each provided they are offered as courses in general education and not as strictly vocational courses.
- No student may earn more than four units in agriculture, home economics, industrial arts or trades and industries.
- The maximum credit that may be allowed for a subject is determined by the amount of time devoted to the subject. Where two numbers are indicated, each represents the maximum credit under a particular time allotment plan.



## SUMMER SCHOOLS

(The summer school regulations of the Southern Association of Colleges and Secondary Schools apply to all accredited high schools of South Carolina.) <sup>1</sup>

1. "Work done in summer schools shall equal in quality and quantity that of the regular school term. The qualifications of the teachers, the equipment, and the standards enforced shall be the same as in the regular school term. All summer school work shall be organized by, and under the direction of, the principal.

2. "Classes shall meet in the school building. A definite schedule shall be followed.

3. "In order to earn one unit of new work, a minimum of 120 sixty-minute periods shall be given to the work. Not more than 3 sixty-minute periods a day shall be spent in recitation time. At least this amount of time should be spent in preparation. This means that 40 days is the shortest time in which a unit of new work, or the equivalent in review work, can be earned, and sixty days is the shortest time in which a unit and one-half of new work, or the equivalent in review work, can be earned.

4. "The time given a review subject shall be one-half that required for a new subject. A subject failed with a yearly average below 60 per cent shall be rated as a new subject.

5. "Not more than one and one-half units in new subjects shall be earned during one summer. Not more than one review subject and one new subject or two review subjects, shall be taken for credit during summer school. No pupil shall be allowed to earn more than four new units in summer terms."

## SPECIAL CREDIT FOR WAR VETERANS

High school pupils who entered the armed services between the beginning of World War II and July 1, 1948, may be allowed for basic or boot training a maximum of two units of credit toward graduation.

Credit may be allowed a veteran for satisfactory completion of courses taken through and officially reported by the United States Armed Forces Institute. A maximum of four units may be allowed for such courses.

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<sup>1</sup> See Standards of the Southern Association of Colleges and Secondary Schools, 1947-1948.

Beginning January 1, 1949, the practice of allowing credit toward a state high school diploma for the General Educational Development Tests was discontinued.

### THE HIGH SCHOOL CERTIFICATE

The State Department of Education awards a state high school certificate on the basis of a special certificate examination. A candidate for this certificate must be a resident of South Carolina, must be nineteen (19) years of age or over and not regularly enrolled in high school. The examination may be taken at the Personnel Bureau of the University of South Carolina, under the direction of Professor W. C. McCall, any day except Saturdays, Sundays and holidays. Applicants are requested to report for the examination before 10:00 a. m. Appointments do not have to be made in advance. A fee of \$5.00 is charged to cover costs of the testing service and the certificate.

Beginning January 1, 1949, the practice of allowing credit toward a state high school diploma for the state high school certificate examination was discontinued.

The state high school certificate may be awarded on the basis of official reports of test scores direct from the United States Armed Forces Headquarters, Madison, Wisconsin, based on tests administered by the armed services in accordance with USAFI regulations. The South Carolina high school certificate may also be awarded on the basis of official reports direct from state-controlled examining centers in other states, provided that the examination battery used is comparable to the test battery in use in South Carolina, and provided the scores attained meet the South Carolina requirements.

### CORRESPONDENCE COURSES

Where limitations of curricular offerings in the local school deny a pupil a course he particularly needs, it may be possible to arrange for him to take such a course by correspondence through the Extension Division of the University of South Carolina. Credit may be allowed for extension courses only when approved specifically by the local superintendent or principal and by the state high school supervisor. Credit earned by a pupil on an extension course must be included in calculating the maximum load that a pupil is permitted to carry. No pupil may be permitted to apply more than two extension course units to the sixteen units required for graduation



except on the specific approval of the state high school supervisor. Extension courses should be taken only under the supervision of teachers in the local school. A list of extension courses offered by the University on the high school level may be had from Mr. W. H. Ward, Director of the Extension Division, University of South Carolina, Columbia, South Carolina.

### STANDARDS FOR ACCREDITED JUNIOR HIGH SCHOOLS

The State Board of Education recognizes the junior high school in the state system of education and may extend to a junior high school accredited status, provided all standards as prescribed by the Board are met by the school. The junior high school as a separate unit in the local school system is not recommended where the school system is too small to provide adequate facilities and an adequate program for pupils in the junior high school and in the senior high school. A junior high school that is not a unit in a school district or a combination of school districts which also operates a senior high school will not be accredited. (This provision will not affect the status of junior high schools accredited prior to January 1, 1949.)

1. Grades 7, 8, and 9 are recognized as junior high school grades. In order to be accredited, a junior high school must offer a program for all three of these grades.

2. The recommended minimum enrollment is 300 pupils. On recommendation of the high school supervisor, a smaller enrollment may be acceptable, provided local circumstances, such as consolidation and housing facilities, would seem to justify approval. Where a sufficient enrollment cannot be met, the 6-6 or the 7-5 plan of organization may be more desirable than a plan that provides separate housing and treatment of the junior high school grades.

3. The program of work on each grade level should be departmentalized to the extent that pupils may have the benefit of an enriched program for which the junior high school is intended.

4. In addition to the four basic fields of study—English, mathematics, science and social studies—the program of studies should be enriched by such subjects as art, music, health and physical education, general shop work, home economics, and general student activities.

5. Definite provision must be made for a guidance program, including testing, pupil accounting and counselling.

6. Credit toward graduation may not be allowed for work done below the ninth grade level.

In all respects, not included specifically in the above statements of standards governing the operation of accredited junior high schools, the standards prescribed by the State Board of Education for accredited high schools will apply. These are treated elsewhere in this bulletin under topics listed below:

a—Accreditation Procedure.

b—Guidance.

c—High School Administration.

d—Instructional Materials.

e—Length of School Term.

f—Length of School Day.

g—Length of Class Periods.

h—Library Standards.

i—Minimum Standards.

j—New High Schools.

k—Physical Plant.

l—Pupil-accounting System.

m—Pupil Load.

n—Qualification of Teachers.

o—State Adoption of Textbooks.

p—Subject-class Enrollment.

q—Summer Schools.

r—Supervision of Instruction.

s—Teacher Load.

t—Transfer of Students.



## Suggested Program of Studies for Junior High Schools

GRADE 7		GRADE 8	
<i>Subject</i>	<i>No. Periods Per Week</i>	<i>Subject</i>	<i>No. Periods Per Week</i>
English .....	5	English .....	5
Mathematics .....	5	Mathematics .....	5
Social Studies .....	5	Social Studies .....	5
General Science .....	5	General Science .....	5
Shop or Home Economics ..	3-5	Shop or Home Economics ..	3-5
Physical Education .....	2	Physical Education .....	2
Art .....	2	Art .....	2
Music .....	2	Music .....	2

GRADE 9	
<i>Subject</i>	<i>No. Periods Per Week</i>
<i>Required</i>	
English .....	5
General Mathematics .....	5
Social Studies or Science ..	5
Physical Education .....	2 or 3
<i>Electives</i>	
Science or Social Studies ..	5
Latin .....	5
General Shop .....	5
Music or Art .....	2, or 3

NOTE: The suggested program of studies for the junior high school lists the number of periods per week a subject will be offered. In developing the schedule, a school may provide for correlation and integration of the work in such a way as to approximate the amount of time suggested for each subject, but, at the same time, not schedule each subject as rigidly as indicated. The suggested program is intended as a guide for junior high school principals, but is not intended to prevent the exercise of their initiative in developing programs adequate to the needs of junior high school pupils.

### PUPIL-ACCOUNTING SYSTEM

Every high school is expected to keep an accurate cumulative record of the attendance and achievements of each pupil attending the high school. In addition to scholarship and attendance records, there should be entered on pupil record cards or sheets such information as general health status, personality traits, work habits, participation in extra-curricular activities, special aptitudes and abilities, work experience and vocational preferences. There should be a separate cumulative record sheet or sheets for each pupil, from which a transcript may be readily prepared.

Permanent records should be filed alphabetically in fire-proof filing cabinets that can be locked. One copy of each permanent record should be kept in such a file in the office at all times, in order to provide security against possible destruction. Copies of certain information may be made for use by school personnel in connection with guidance service.

The State Board of Education has approved for South Carolina high schools a cumulative record form prepared by a committee appointed by the Board. These forms may be secured from The R. L. Bryan Company, Columbia, South Carolina. A school wishing to use a similar student record form instead of the state-suggested form may do so provided the form selected contains essentially the same information, or it may adopt a more extended record form. Additional forms for use in pupil accounting will be prepared and recommended to the State Board for approval at a later date.

### INSTRUCTIONAL MATERIALS

Instruction in the high school involves the use of a wide variety of materials. The purpose of instructional materials is to meet the needs of the learner. It is, therefore, important that teachers and administrators have a continuing interest in and study of the materials of instruction. There must be a constant evaluation of materials.

Each room should be equipped with blackboards, chalk, erasers, bulletin boards, and a standard high school dictionary.

There should be available to the teachers in high school multi-sensory material and equipment, such as:

- Slide Projector.

- Film Strip Projector.

- Motion Picture Projector.

- Opaque Projector.

- Radio.

- Phonograph-record Player.

- Motion Picture Films.

- Film Strips.

- Slides.

- Recordings.

- Flat Pictures.

One very important source of materials that is often overlooked and not widely used is our natural and human resources. Every



community has an abundance of both. Some of the resources require that the learner go to them while others may be brought into the classroom.

Instructional materials should be adequate to cover the units of work based upon the text or outline used as a basis for teaching.

The library is to serve as a source of instructional materials.

### TRANSFER OF STUDENTS

A pupil living in one school district who can be better accommodated in a school of another district may be so transferred. In cases of such transfer certain provisions must be met:

First, the trustees of the district in which the pupil lives must grant a transfer to the trustees of the receiving district.

Second, the trustees of the receiving district must consent to the transfer.

Third, the pupil transferred may be required to pay as tuition an amount not exceeding that part of the per pupil expenditure (exclusive of capital outlay and debt service) paid from the special school levy.

Provision is made by which a patron living in an adjoining district and owning property and paying taxes in the district to which the transfer is made has the privilege of sending his child to that school without payment of the tuition mentioned above. Provision is further made that when the trustees of either district unreasonably or capriciously withhold their consent to a transfer the County Board of Education may order the transfer to be made.

For full treatment of the transfer of pupils and exceptions to the General Law see the 1942 Code, Paragraphs 5346 and 5348.

### VISITATION BY THE HIGH SCHOOL SUPERVISOR

As often as possible the state high school supervisor will visit all the schools on the accredited list and those schools applying for accreditation. The purpose of these visits is (a) to inform himself first-hand as to the development and progress of secondary education in South Carolina, (b) to supplement through personal observation the information submitted in formal reports and applications, and (c) to be of every possible service to school personnel and others concerned with the improvement of secondary education.

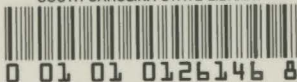
Some visits are made in response to invitations to assist in the solution of specific problems or in the development of general or special plans; some are made for the purpose of surveying a group of schools in a particular geographic location or in certain enrollment classifications; and some are made for general purposes when the itinerary of the supervisor and the geographic location of the schools make such visits possible. All visits are made with the hope that they may result in better understanding of our educational efforts.

The large number of high schools makes it impossible to visit every school more than once in two years.

### REFERENCES

1. Suggestions for the Twelve-Year School Program in South Carolina. Report of the Study Conference—The Twelve-Year School Program, Education S219T, Summer School, University of South Carolina, 1944.
2. Suggestions for the Teaching of the Language Arts in the Twelve-Year School Program. State Department of Education, 1946.
3. Suggestions for Teaching of Science in the Twelve-Year School Program. State Department of Education, 1946.
4. High School Manual Series. Latin. State Department of Education, 1937.
5. Suggestions for the Teaching of French in the High Schools of South Carolina. State Department of Education, 1936.
6. School Laws of South Carolina, 1942.
7. Acts of the General Assembly of South Carolina, 1942-1948.
8. Minutes of the South Carolina State Board of Education.





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